

Social Media and its Impact on Academic Performance of High School Student

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Abstract:

This study aimed to examine how the social media and their impact on academic performance of the high school students. It was found that majority of the respondent possessed mobile phones and they also had internet facility in their mobile phones. They also had knowledge of the existence of many social media sites. The study also revealed that the majority of the respondents use their mobile phones to access the social media sites and spend more times per-day. It also implies that students with mobile phones with internet should be encouraged to use it to supplement their learning materials, books and information and not to chat with friends all the time among others. It was found that the use of social media sites had affected to academic work of the students negatively, therefore, there is the need to introduce the students to the availability of novel and other information resources or materials that can help students academically. The study also attempts to encouraged the students to limit the time they spend on their social media sites per-day and advise them to rather substitute those hours to read novels to improve their knowledge.

Keywords: Social Media, Academic Performance, Impact, High School.

1. Introduction:

Social Media is an integral part of each student's life. It assures for them to communicate, access information, and provide information to social media platform such as Facebook, twitter, Instagram, YouTube etc. Social networking sites are available these days where the student can get socialized, make new friends and discuss about the problems related to studies with them. It is widely used among all age groups particularly among Youth and students. Social media is simply defined as an avenue for pasting, searching, chatting and connecting with others. We know that like every coin there are two sides to everything, there are also advantages and disadvantages to social media. One of the best features of social media is that it contains a lot of information and can be utilized to deliver education. We can also quickly gain information and news via social media. It's also a great tool and is used to raise awareness of social issues or reform. It's also a great platform to connect and communicate with each other from any corner of the world. The social media websites contain relationship improving

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learning motivation, personalized course material, and collaborative abilities. The research is done to investigate the usage of social media sites and impact on academic performance of students in respect of the high school students of Darrang district, Assam. It arrived at to find out the relationship between use of social media and academic performance of high school students.

1.1 Operational Definitions of the study:

In this study, words and phrases that are central to the investigation and key concepts are defined operationally as follows:

1. Social Media:

Social media can be defined as a platform or application that allows the exchange, sharing and creation of information, ideas and content via virtual communities and networks via the internet. Users are familiar with popular social networking platforms like Facebook, Twitter (X), Instagram, WhatsApp, and YouTube, which are used for communication, collaboration, and sharing information. For the purpose of this study, social media is defined as a media that is used for interaction, obtaining information, discussion and improving learning among students.

2. Academic Performance:

Academic performance is the standard of work that has been completed by students in their academic work. It includes students' academic achievements, academic performance, knowledge of what they have learned, how they have learned and how they have progressed in learning. Academic performance for this study is considered as students' perceived educational achievement and learning effectiveness that can be influenced by their usage of social media for academic and educational purpose.

3. Time Duration:

Time duration is the length of time pupils spend using social media for learning and learning related activities. This encompasses time spent with peers and teachers, accessing educational information, online discussions, sharing educational information, and obtaining learning resources. The time duration examined in this study ranges from the use of social media for academic interests in terms of its frequency, the time spent, and its potential effects on the academic performance of the students.

1.2 Need and Significance of the study:

Social media has played a major role in changing the way students communicate, learn and get information. Students' lives are intertwined with the use of social networking sites, including Facebook, Instagram, WhatsApp, Twitter (X), and YouTube. As the use of these platforms continues to grow it is important to understand their impact on students' academic performance.

This study is necessary because the use of social media has been one of the issues of concern for parents, teachers and educational institutions. Social media can be used to collaborate with others, share information and communicate but can be distracting and have a negative impact if used in excess and may have a negative impact on pupils' academic achievement. Hence the

importance to consider the impact of social media on students' learning outcomes and academic achievement.

The findings of this study could be significant because it offers insight on the connection between social media and academic performance. The results can support students in social media usage that will be conducive to healthy and productive relationships, support parents in monitoring their children's social media usage, and support educators to effectively use social media in the teaching-learning process. Moreover, the study can make a positive impact on the current literature in the field of education by emphasizing the positive and negative impacts of social media on students' academic achievement and learning experiences.

2. Objectives of the study:

- i. To study the impact of social media on academic performance of High School Students.
- ii. To compare the attitude of boys and girls high school students use of social media on the academic Performance.
- iii. To study the time spent usage of social media among students.

3. Hypothesis of the Study:

Ho1: There exists no significant relationship between the use of social media on the academic performance of high school students.

Ho2: There exists no significant relationship between the attitude of boys and girls high school student use of social media on the academic performance.

Ho3: There exists no significant relationship between the time duration usage of social media on the academic performance.

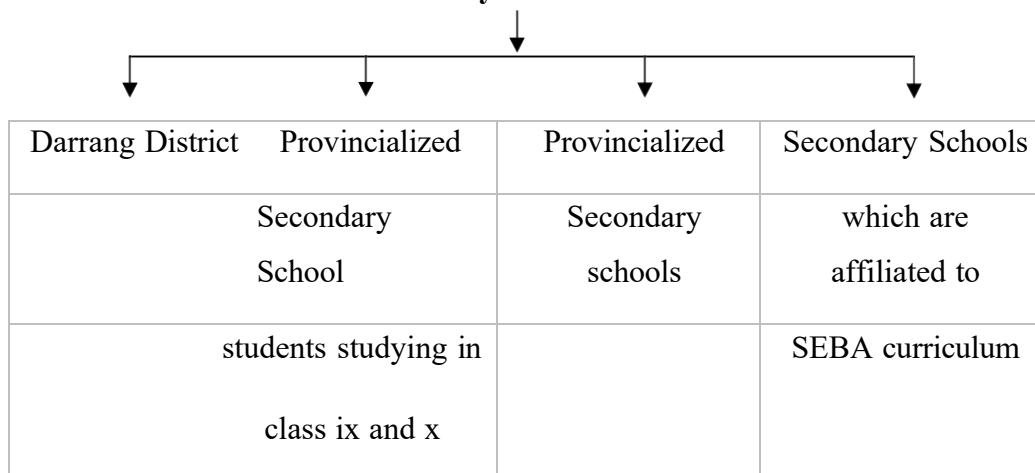
4. Statement of the Problem:

The present study has been entitled as–

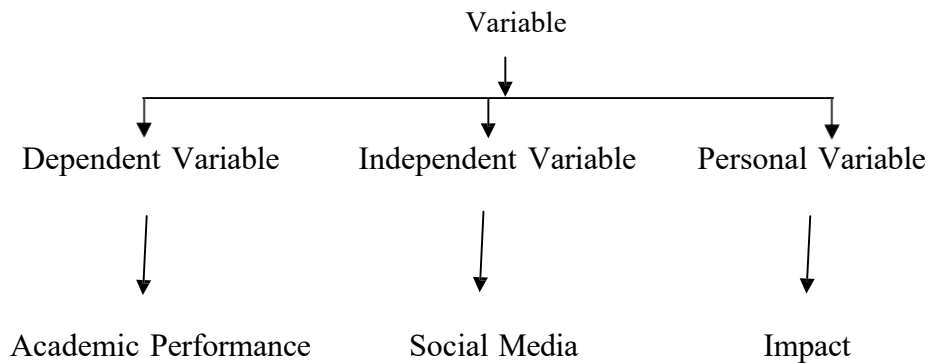
“Use of social Media and its impact on Academic performance of high school Students.”

5. Delimitation of the study:

The study is delimited to



1. Variables of the Study:



A variable is any feature or aspect of an event, function or process that by its presence and nature, affects some others events or process. In the present study the following are considered.

Methodology and Procedure:

The methodology of education research plays a role in studying in different direction of education. All impact of investigation contains the element of observations, description and analysis of what occurs in certain situations.

7.1 Method:

A systematic process of research method. The type of method used in this present study is Descriptive survey method.

7.2 Population:

A population refers to any collection of specific groups of human beings or of non-human entities such as object, educational institution etc. The area of the study consists three schools of Dahi Gaon Panchayat.

Table of Population:

Schools	Total number of Students
Dighirpar High School	190
Dahi Balika Vidyapith High School	160
Dahi Higher Secondary School	150
Total	500

7.3 Sample:

For this study as a sample 200 students are selected randomly from those areas on the basis of educational qualifications such as 100 from class ix and 100 from class x.

Table of Sample

Schools	Sample Size
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Dighirpar High School	70
Dahi Balika Vidyapith High School	70
Dahi Higher Secondary School	60
Total	200

7.4 Sampling Technique:

Sampling Technique: In this study the investigator has employed random sampling technique to collect the data.

7.5 Tools:

The data collection is one important device of educational research. The data gathering tool which is selected for the present study is questionnaire.

The investigator has used a self-structured questionnaire for the study. The investigator asked questions to obtain the data based on the objectives.

7.6 Statistical Techniques for Data Analysis

The bearing of the data on the objectives and hypothesis of the study was determined by employing following statistical techniques.

1. Graphical representation and percentages.
2. Mean, Median and Standard Deviation.
3. Skewness and kurtosis.
4. T-Test.
5. Co-efficient of correlation.

7.7 Data Collection Procedure:

The investigator got the information from the sample schools in personal visit after identifying various high school of Darrang district of Assam. Both primary and secondary sources of data have been used as data sources for the present study. The research tools i.e. use of social media and impact on academic performance used for collecting primary data from the samples, secondary sources have been collected from different libraries, internet, INFLIBNET, Journals, books, Ph.D. thesis, M. PHIL, dissertations and magazines etc.

2. Analysis and Interpretation of Data:

Objective No. 1: To examine the effect of social media use on high school students' academic achievement.

Hypothesis No 1 (Ho1): There is no significant relationship between the use of social media and academic performance of high school students.

Table No. 1.1

Scores of high school students use of social media on the academic performance

Class Interval	Frequency
20-40	12
40-60	20
60-80	40
80-100	43
100-120	50
120-140	35
Total	200

Table No. 1.2

Mean	Median	Sd	Skewness	Kurtosis
79.30	161.24	14.61	□0.395	0.289

Table No 1.3

N	Mean	Sd	df	t-value	Level of Significance
75	79.30	14.61	198	3.2	Significant
125	78.5	16.5			

Interpretation:

Table 1.1 shows the scores of high school students use of social media on the academic performance. Table 1.2 shows the value of Mean and Median of the high school students' academic performance by the use of social media. Valus of skewness and kurtosis are 0.395 and 0.289 respectively indicating negative skewness and leptokurtosis in the distribution. The df was 198 and the t-value 3.2 as our calculated value 3.2 is higher than the table value at both 1% and 5% level of significance. So, hypothesis is rejected. There is a significant correlation between the use of social media and academic achievement of high school students.

Objective No. 2: To compare the attitude of boys and girls high school students use of social media on the academic performance.

Hypothesis No. 2 (Ho2): There exists no significant relationship in the attitude of boys and

girls high school students use of social media on the academic performance.

Table No. 2.1

Showing scores the attitude of boys and girls high school students use of social media on the academic performance.

Class Interval	Frequency
40-60	20
60-80	30
80-100	55
100-120	65
120-140	30
Total	200

Table No. 2.2

Mean	Median	Sd	Skewness	Kurtosis
110.79	120.5	13.78	□0.354	0.258

Table No 2.3

N	Mean	Sd	df	t-value	Level of Significance
125	75.6	13.6	198	2.8	Significant
75	77.8	14.6			

Interpretation:

Table 2.1 shows the scores of attitudes between boys and girls high school students use of social media on the academic performance. The values of Mean and Median of the scores of high school students in academic performance using social media is shown in table 2.2. The values of skewness and kurtosis are -0.354 and the distribution for both of these was negatively skewed (0.258) and leptokurtic. The df was 198 and the t-value 2.8 as our calculated value is higher than the table value at both 1% and 5% level of significance. Therefore, hypothesis is rejected. There exists a significant relationship in the attitude of boys and girls high school students use of social media in A.P.

Objective No.3: Explore time using social media amongst students.

Hypothesis (Ho3): There is no significant relationship between the time duration of social media on the academic performance among high school students.

Table No. 3.1

Scores of times spent on social media sites per day.

Response	Frequency	Percentage (%)
30 minutes to 1 hour	45	22.5%
2-3 hours	50	25%
4-5 hours	105	52.5%

Interpretation:

From Table 3.1: It shows the scores of time duration usage of social media. When respondents were asked how much time they spent on their social media sites. 45 (22.5%) of the respondents indicated that 30 minutes to an hour was the time they spent. 50 respondents representing 25% spent between two to three hours and the last group of 105 respondents representing 52.5% said they spent between four to five hours a day on the social media site.

Table No 3.2

N	Mean	Sd	df	t-value	Level of Significance
75	78.5	14.6	198	3.1	Significant
125	79.6	15.5			

From the table 3.2 we have $df = 198$, $t\text{-value} = 3.1$, which is our calculated value and is higher than the values shown in the table at both 1% level of significance and 5% level of significance, meaning that our calculated value is significant. Thus, hypothesis is not accepted. There exists a significant relationship in the attitude of boys and girls high school students use of social media on the academic performance.

3. Recommendations:

The researchers make the following recommendations based on the results of the study:

- i. Mobile phone and internet facilities should be used mostly for academic and educational purposes, accessing educational materials online, researching topics and lessons, and discussions with fellow students with the aim of learning and not engaging in over-zealous chatting and entertainment.
- ii. Schools should raise awareness among students about the productive and responsible use of social media. Workshops and seminars could be organised and orientation programmes could be conducted to guide students in the use of social networking for

academic growth and skill development.

- iii. Pupils are to be encouraged to balance the use of social media and academic work. The time spent on social networking sites should be minimized and the time put into reading textbooks, reference books, novels, journals and other learning materials should be maximized.
- iv. Libraries will be enriched with print and electronic materials to ensure easy access to students of the relevant academic materials. Institutions can also encourage students to use digital libraries and online educational databases that can help them in their learning process.
- v. Parents and teachers must keep an eye on students' online activities and give them proper advice to make sure that social media is conducive to their learning.
- vi. Pupils should be made aware of the dangers of over-consumption of social media, such as addiction, poor attention span and time management. Regular awareness programmes should be held to instruct them on good practices in relation to online.
- vii. Schools should bring students' attention to sites and portals devoted to learning and research, to online courses and to digital repositories, as well as to educational social networking sites that can improve learning outcomes and academic performance.
- viii. Future studies can be carried out on the long-term impact of the use of social media on students' academic performance, mental health, and social conduct.

10. Conclusion:

The study indicated that more than half of the respondents had mobile phones equipped with internet facility and knew about different types of social media. The results showed that students actively visited the social networking sites and spent a significant amount of time on the social networking sites daily. The study also revealed that the use of social media had a positive impact on students' academic performance when used appropriately for educational purposes. Results showed that the relationship between the use of social media and academic achievement was significant and positive. Students had access to learning materials, were able to communicate with their peers and teachers through social media and were allowed to share information and participate in collaborative learning. The academic performance and learning experiences were improved through these factors.

But the study also highlights the need for responsible and balanced social media usage. In the right hands, social networking may be a great learning resource, but too much or being used in the wrong way can cause distraction and impact negatively on academic performance. As such, students should be encouraged to make good and meaningful use of social media. To wrap up, social media has become a vital part of the modern education and student's lives. If employed appropriately, it can serve as a means of learning, accessing information, enable collaboration and aid students' achievement in their learning. The results of this study indicate that there is a need for collaboration between the learners, their parents and the educators to support the positive application of social media for academic achievements.

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